

DEPARTMENT OF MINES AND RESOURCES

Honourable J. A. Glen,  
Minister.

INDIAN SCHOOL BULLETIN

Issued by the Welfare and Training Service

INDIAN AFFAIRS BRANCH

No. 3 Vol. 1 Items 29 - 40

10 February, 1947.

DEPARTMENTAL OBJECTIVES

The objective we must constantly keep in mind and the objective toward which Indian services, if they are to be really effective, must be directed, should be first of all the establishment of the Indian population of this country on a self-supporting basis, and the development of an Indian citizen proud of his origin and cultural heritage, adjusted to modern life, capable of meeting the exacting demands of modern society with all its complexities, progressive, resourceful and self-reliant.

To produce Indians of such capacity is not an easy task. It may mean 100 or 200 years of the keenest kind of insight and understanding. Education of every type must be utilized. This should include schools, community groups, the press, the radio and all available forces, both positive and negative.

NOTE:

These bulletins are for retention on file. They are NOT to be removed from schools by teachers. Indian Agents will check in their periodical visits to schools, to ensure that these bulletins are kept in the classrooms.

TABLE OF CONTENTS

Part I: SCHOOL ADMINISTRATION

- # 29 Textbook Supplies
- # 30 Drawing Project on Food
- # 31 Health and Information Posters for Agency Offices
- # 32 Supplementary Texts and Library Books
- # 33 Extra - Curricular Activities -  
How to Organize a Boy Scout Troop
- # 34 Woodwork Manuals
- # 35 Forwarding of Day and Residential School Return Forms

Part II: TEACHING METHODS

- 36 Publications of the Department of  
National Health and Welfare
- 37 How Effective Is Your Teaching?
- 38 Experience Reading
- 39 Canadian Handicrafts Guild Indian Exhibition
- 40 Educational Survey Reports

# Indicates article of special interest  
to Indian Affairs Branch officials

If you love knowledge, you will be a master of knowledge. What you have come to know, pursue by exercise; what you have not learned, seek to add to your knowledge; for it is as reprehensible to hear a profitable saying and not grasp it as to be offered a good gift by one's friends and not accept it. Spend your leisure time in cultivating an ear attentive to discourse, for in this way you will find that you learn with ease what others have found out with difficulty. Believe that many precepts are better than much wealth; for wealth quickly fails us, but precepts abide through all time; for wisdom alone of all possessions is imperishable. Do not hesitate to travel a long road to those who profess to offer some useful instruction; for it were a shame, when merchants cross vast seas, in order to increase their store of wealth, that the young should not endure even journeys by land to improve their understanding.

Isocrates - (436-338 B.C.)



PART I SCHOOL ADMINISTRATION

# 29 Textbook Supplies

We are pleased to report a general improvement in the supply of school equipment and texts now available. There are, however, still a few bottlenecks: for example, the Highroads to Reading Series is completely out of stock in both the Stationery Branch and in the publisher's warehouse. We have on hand a few copies of the Treasury Readers, which are almost identical with the Highroads to Reading, with a few modifications for use in the Eastern Provinces. These are being substituted for Highroads Readers.

The supply of Basic Readers in the Curriculum Foundation Series, as described in Item No. 3 of No. 1 of the "Indian School Bulletin", varies from text to text. Due to the large number of schools across Canada which have now adopted this series, the publishers are having difficulty meeting the great demand. However, we would ask teachers to be patient, as these books are being shipped as soon as they are received by the Stationery Branch. The same supply situation exists with the Jolly Numbers Series and with the workbooks of the Corona Series.

When teachers receive the Blue Receipt Forms and find a few items thereon that are unticked it does not mean that the Department is not going to supply these items. It does mean, however, that they are not in supply at the present time but will be shipped at a later date. We have had requests from teachers concerning these receipts and hope that this will clarify the matter in your minds.

# 30 Drawing Project on Food

Entries for the contest described in article #18 of issue No. 2, are beginning to arrive at the Nutrition Division of the Department of National Health and Welfare. This item is inserted as a reminder to teachers that their entries must reach Ottawa on or before February 20, 1947.

As of January 31 the entries from the following schools had been received in Ottawa:

Day Schools

Residential Schools

Day Star Indian Day School,  
Punnichy, Sask.

Albany Indian Residential School  
Fort Albany, via Moosonee, Ont.

Gull Bay Indian Day School,  
c/o Hudson's Bay Company,  
Nipigon House Post  
Fort William, Ontario.

Blue Quills Residential School,  
Saint Paul, Alberta.

Blood Indian Residential School  
Cardston, Alberta.

Metlakatla Indian Day School,  
Metlakatla, B. C.

Vermilion Residential School,  
Fort Vermilion, Alberta.

Restigouche Indian Day School,  
Restigouche, Que.

Fort Alexander Indian Residen-  
tial School, Box 97,  
Pine Falls, Manitoba.

Kingsclear Indian Day School,  
R. R. No. 6,  
Fredericton, New Brunswick.

Joussard Residential School,  
Joussard, Alberta.

Maria Indian Day School,  
Dimock Creek, Maria, P.Q.

Kootenay Residential School,  
Cranbrook, B. C.

# 30 Drawing Project on Food (Cont'd.)

Day Schools

Fort Simpson Roman Catholic  
Indian Day School,  
Fort Simpson, N. W. T.

Tyendinaga Mission  
Indian Day School,  
Deseronto, Ontario.

Temiskaming Indian Day School,  
Notre Dame du Nord, P. Q.

Woodstock Indian Day School,  
Woodstock, New Brunswick.

Residential Schools

Cowessess Indian Residential School,  
Marieval, via Grayson, Sask.

Providence Residential School,  
Fort Providence, N. W. T.

Sandy Bay Indian Residential  
School, Marius, Manitoba.

St. Mary's (Kenora R.C.)  
Indian Residential School,  
Kenora, Ontario.

Sacred Heart Indian Residential  
School, Brocket, Alberta.

The names of the winners will be announced in the next issue of the Bulletin. Prize cheques will be mailed to each of the three school prize winners in care of the teacher or principal concerned.

# 31 Health and Information Posters for Agency Offices

It has been suggested that the health and information posters described in Items 22 and 26 of Vol. I, No. 2, and in Item No. 36 of this issue should be made available for Indian agents. It is felt that in many cases they could be used to provide suitable educational material for the walls of agency offices and waiting rooms.

Indian agents wishing a supply of these can requisition for them in the same manner as described in the above items.

# 32 Supplementary Texts and Library Books

As mentioned in Section 7 of Item 14, Volume 1, No. 1, of the Indian School Bulletin, it is our intention to make available for Indian day and residential schools a list of supplementary reading and library books. It is hoped to publish this now in the June issue of the Bulletin. At the present time our clerical staff is taxed to the utmost dealing with the supply requisitions of the first issue of the Bulletin and the usual annual requisitions of the residential schools. This, coupled with the fact that publishers are not always able to supply us with the books that we require, has led to the decision to delay the publication of this list.

# 33 Extra-Curricular Activities

The Department wishes that all its officials, school principals and teachers, encourage an activity programme in our schools beyond the actual curriculum. The formation of cadet corps, boy scout and girl guide troops, athletic teams for outside competition, junior homemakers' clubs, the school newspaper, the annual track and field meet or picnic, the organizing and carrying on of various clubs, pupil participation in school control, and many other similar activities should now be a part of the regular programme of our schools.

These extra-curricular activities provide the best opportunities for the Indian child to experience accepted social practices



and to associate with the White child on a common ground. Here he learns to give and take, to respect the rights of others, to be a member of society, to see how others do and to "learn to do by doing". He is less under the dominating influence of a teacher and more under the cooperative influence of his fellow pupils. Here he learns the habits of reflection, self-direction and initiative within reason. Here he learns to conduct himself according to the practices of the society in which he lives. He learns to obey the rules of his group, not so much because he is told to obey them, but rather because his experiences discomfort him when he does not obey or conform to the rules and regulations of the group with which he associates.

Extra-curricular activities offer him training in developing his power of leadership and provide him with practice in developing the habits of "followership". A properly organized system of extra-curricular activities enables him to develop the habit of getting along with people as a member of a democratic society. These activities well administered provide for him a laboratory or work-shop wherein he grows and develops through his own acts, wherein education is really a leading out or developing process rather than a pouring in process by imposed authority. Here he meets situations that are most nearly like those that he must meet now and in his future life. If this programme of extra curricular activities is well balanced, his health needs will be both guarded and stimulated. Furthermore, the fundamental principles of interest as they affect educational outcomes are emphasized through a well organized extra-curricular programme.

Some objects of a well regulated extra curricular programme are:-

- (1) To better prepare pupils for participation in democratic citizenship;
- (2) To stimulate the spirit of tolerance and cooperation;
- (3) To stimulate initiative, to train in "followership" and leadership, and to foster intelligent obedience;
- (4) To help make the pupil self-directed;
- (5) To stimulate interest in other subjects and to develop and crystallize the right school spirit.

In order to get at the problem a little more concretely it is our intention in this series of articles to outline various forms of extra curricular activity. The first article of the series has been submitted by the Editor of Publications of the Canadian General Council of the Boy Scouts Association. Other articles of the series will deal with Girl Guides, Junior Homemakers' Clubs, the organization of a student council, and similar activities.

#### Part I How to Organize a Boy Scout Troop

The Welfare and Training Service of the Indian Affairs Branch of the Department of Mines and Resources is anxious to use the training programme of the Boy Scout Movement in Indian day and residential schools. The Service is well aware of the educational value of Scouting in preparing boys for good citizenship, and for presenting through its proficiency badge system, opportunities for boys to explore possible vocations.

A complete Scout Group consists of three units, the Wolf Cub Pack, for boys 8 to 12; the Scout Troop, for boys 12 to 18; and the Rover Crew, for boys 17 to 25.

In organizing a Group the first step is to contact the office of the Boy Scouts Association in your province. (A list of office

addresses is given at the end of this article.) The Provincial office will supply free a number of pamphlets outlining the aims and methods of Scouting, plans for organization, and other matters pertinent to the handling of a group.

While it is not essential in a school, it is well to have a small committee to handle the affairs of the Group. This Committee is known as the Group Committee. The general duties of the Group Committee may be outlined as follows:

1. To recommend suitable persons for Scoutmaster and Assistants.
2. To provide a room for a Troop headquarters.
3. To assist the Scoutmaster in finding instructors in special subjects.
4. To advise the Scoutmaster on questions affecting the proper interpretation of Scouting.
5. To ensure that the rules and regulations of the Boy Scouts Association are properly observed.
6. To encourage the Scoutmaster in the carrying out of the Scout programme.
7. To make arrangements for the necessary financing of the Troop for the purchasing of books and equipment.
8. To keep an inventory and to regularly check all Troop property.
9. To secure where possible the opportunity for Scouts to camp.
10. To assume direction of the Troop in case of the inability of the Scoutmaster to serve, and to arrange for his successor in the event of his resignation.

The Group Committee should meet regularly, keep itself posted on what is being done in the Troop, and should display a lively interest in the boys and the programme. It is suggested that this Committee include where possible: the Indian Agent, Missionary, Agency Doctor, R.C.M.P. Constable, Chiefs and Councillors of the Indian Band and other such interested parties.

A suitable meeting place is essential to the success of the Troop. In this case of course it would likely be located at the School, and should be made available for a stated period each week, which should only be changed in the event of an emergency.

#### The Scoutmaster

Leadership in a Scout Troop brings ample reward to the man who undertakes the work. However, it is necessary, if the Troop is to operate successfully, that the Scoutmaster have the qualities of good character, dependability, a fair education, and a spirit of public service. He should be at least 21 years of age.

While previous experience in Scouting is desirable, it is not an essential. The leader should be naturally friendly toward boys and should be able to gain and retain their respect.

#### Assistant Scoutmasters

Assistant Scoutmasters should be of good character and education, and willing to work with the Scoutmaster. His other qualifications should



be those for the Scoutmaster, with the exception that he may be 18 years old.

#### Preparation for the Scoutmaster

If new to Scouting the Scoutmaster should read The Scoutmaster's First Year, Tenderfoot to King's Scout, Scouting for Boys and Policy, Organization and Rules for Canada.

These books give a complete picture of the basic principles and background of Scouting, and all the necessary hints for handling a Troop.

The Scoutmaster should feel free at all times to write his Provincial Office for advice and help. He should register his Troop with Headquarters, and upon registration, will be placed on the mailing list of The Scout Leader, the official magazine of the Association which is sent him monthly, September to June, without cost.

In writing Provincial Headquarters it is suggested that the new Scouter ask for these free pamphlets:

How to Organize a Boy Scout Troop  
Training for Scout Leadership  
What Scouting is and Does  
Scouting as Practical Training for Citizenship  
The Group Committee Job Outlined  
The Role of the Group Committee  
How To Start a Wolf Cub Pack  
The Spiritual Basis of Scouting  
Catholic Scouting by Cardinal Villeneuve (For Catholics)

#### Provincial Offices

Address in each instance: The Executive Commissioner,  
The Boy Scouts Association:-

British Columbia, 402 West Pender St., Vancouver.

Alberta, 10158 - 102 St., Edmonton.

Saskatchewan, 104 Gordon Building, Regina.

Manitoba, 242 Somerset Building, Winnipeg.

Ontario, 330 Bay St., Toronto.

Quebec, 1523 Bishop Street, Montreal.

New Brunswick, 52 Germain St., Saint John.

Nova Scotia, 219 Hollis St., Halifax.

Prince Edward Island, Charlottetown.

#### # 34 Woodwork Manuals

The woodwork job sheets and tests have now been combined by the Department into two manuals entitled

- (a) First Year Woodwork
- (b) Second Year Woodwork

For residential schools and larger day schools in which organized shops are being conducted, these are available on a scale of

one per manual training teacher and one per manual training student. For one-room day schools in which the teacher is conducting manual training as part of the course of studies, these are available on a scale of one per teacher. If teachers of one-room day schools require more they should write to the Department explaining their reasons for such a demand.

The above two manuals can now be requisitioned for on the usual forms (I A 413).

#35 Forwarding of Day and Residential School Return Forms

Quarterly Return

We wish to emphasize to teachers of Indian day schools the importance of forwarding the "Day School Return" Form, I.A. 409, properly completed, promptly at the end of each quarter. Failure of teachers to do this, especially for the quarter ending March 31st, which is the end of the fiscal year, delays the preparation of educational statistics for the Annual Report.

Indian Agents are requested not to hold these Returns any longer than is necessary and to make sure that the complete Return for each classroom is forwarded to the Department.

Detailed instructions to teachers regarding the preparation of these Returns are printed thereon and teachers are requested to follow these instructions closely.

Annual Report

Teachers of day schools and principals of residential schools are also requested to complete and return promptly to the Department the enclosed form - "Report for the Fiscal Year Ending March 31st, 1947".

PART II                      TEACHING METHODS

36 Publications of the Department of  
National Health and Welfare  
(Cont'd. from Item 26, No. 2)

In Item 26 of No. 2, we described certain teaching aids which are obtainable from the Department of National Health and Welfare.

In this article we shall list further materials that are available for the teachers of our schools. These publications can be ordered on the usual requisition form, I.A. 413. Teachers should be certain to specify the exact title as given below and include on the requisition form only the publications listed below:

(a) Health Posters

1. Canada's Food Rules

(This poster lists the important foods to eat every day. It could be used by teachers for nutrition education, to stress the daily use of all of the foods for health).



2. Milk for Everyone

(This would be useful for both class and dining room display in residential schools and for classroom display in day schools. This poster shows the use of milk by children and adults and could be used by teachers for nutrition education to illustrate the importance of milk in the diet).

3. Eat Right -- Score High.

(This poster can be used as a dart or ring game and is a playful means of nutrition education).

4. Meal Patterns.

(For the teachers of residential and day schools. This poster shows the important foods included in three meals for a day. It could be used in nutrition education, to illustrate meal patterns).

(b) Nutrition Playlets

(suitable for concerts)

1. One Week from Friday
2. The Porridge Pot
3. The Witches' Brew
4. The King's Daughter
5. The Old Woman who Lived in a Shoe and Who Knew What to do.
6. With Apologies to Pyramus and Thisby
7. Little Red Riding Hood's Lunch
8. Canada and Our Food Needs
9. Vegetable and Fruit Parade

(c) Health Pamphlets

1. Nutrition Surveys

(For Principals and Teachers of Residential and Day Schools for information purposes. This booklet outlines the objectives of nutrition surveys carried out by the Nutrition Division).

2. Reading References on Nutrition

(For Principals and Teachers of Day and Residential Schools. This booklet offers a list of all recent literature on nutrition and where they can be obtained. Many pamphlets can be requested free of charge. A short review of all books is given for the benefit of any teachers who might like to purchase any book which covers a particular field).

3. How Good is Your Food Service?

(For Principals and Cooks of Residential Schools. This outline suggests questions

to ask yourself about aspects of your own food service. It could serve as a reminder for certain conditions to improve).

### 37 How Effective Is Your Teaching?

(This is the first of a series of articles)

#### Part 1

It is realized that in many instances the teachers in our Indian schools are men and women who are beginning a career in teaching.

The suggestions given here will be of use only to those earnest and ambitious men and women who realize the responsibility of a teacher and are willing to give their best to the task. Even a person who has had little professional training, if he likes to be with children, and to work with them, can do much more than merely "keep school".

He can develop in his pupils an adequate skill in the use of those tools of education that are essential in enabling them to grow to full citizenship in a democracy. Even the teacher who holds no certificate can do much to educate in the real sense of the term. After all, the best education that we can give our children is the development in them of wholesome attitudes and ideals; for these ever shall transcend the possession of mechanical skills: the latter alone never make the educated man. Therefore you are requested to keep the following suggestions in mind in the coming months of your academic career:

FIRST: Never start the teaching day with lessons not prepared or poorly prepared. This may sound a very elementary thing but it cannot be stressed too much. Teachers should never neglect to have their lessons carefully prepared for each teaching day. The textbooks and the manuals now being provided in our Indian schools were carefully chosen to enable the teachers of one-room, ungraded Indian schools to reduce the time necessary for lesson preparation to a minimum. Let us take, for example, the manual provided for the teachers using the Jolly Numbers Series. In the Grade One book the teachers will find that the work has been carefully planned for them and that definite minimum essentials have been laid down for each half of this grade. They will further find that each half grade has been divided into periods and that each period is treated separately and in some detail. For each page of the Jolly Numbers textbook there are described the purpose, motivation, new words and procedure. Yet this does not mean that the teacher can give the manual a cursory glance as she begins the lesson, in the hope that this will suffice. If you expect your children to accomplish the work laid out in their text and to achieve satisfactory results on the term tests listed on pages 132 to 138 in the Teacher's Manual, then you must prepare each day's work carefully and well. This can only be done by reading the points raised in the teacher's manual and thoroughly understanding the author's purpose in the particular lesson concerned and the procedures by which you are expected to achieve this purpose.

Let us ask, for example, how many teachers, who have received the Jolly Numbers Series, have as yet prepared the class number chart on page 35, or the number cards on the same page. The number chart can be made using ordinary ink, a speed ball pen, and brown paper. We have even seen satisfactory ones made with black crayons and ordinary wrapping paper. The number cards can be made upon sheets of the drawing book No. 1. How many teachers have been using the number games described in the Teacher's Manual?

To summarize the above paragraphs, let us say, then, that we expect our teachers to be continuous students. They should keep abreast



of modern teaching methods and modern events. Then we will not have school inspectors writing in their reports "This teacher maintains discipline in the classroom but her teaching methods are a little old-fashioned and the results of her teaching are not all that they might be".

38

### Experience Reading

These two articles are based upon ones which appeared in "Indian Education", published by the United States Indian Service.

Our democratic system is built on the four freedoms as expressed in The Atlantic Charter. One of these freedoms is that of speech and our whole economic system is built upon such things as facility with the spoken and the written word. Reading and writing have an amazingly important place in the Canadian way of life. Too often Indian children leaving our schools are not properly qualified in the use of spoken and written English. Yet, this is most essential if they are to compete with their White brothers.

The White child is conditioned to reading and to writing almost as soon as he can talk. Long before he realizes what writing is, he is surrounded with books, with newspapers, and with magazines. As a child of two and three years he often amuses himself looking at the pictures in magazines and catalogues. He grows up recognizing the necessity for written expression. He never questions this need. He accepts the learning procedures involved. Reading and writing for him are the natural and logical outgrowths of talking.

It is so different with the average Indian child. Usually his cultural background has contained little need for a written language. His ancestors depended upon speech and when records or duplications were needed, elaborate formulae were memorized.

The Indian school teacher thus is confronted with the task of teaching a new spoken language, as well as with the teaching and writing of this language. The first step, of course, is equipping the child with an adequate English vocabulary, getting him to talk in English, giving him something to talk about, furnishing a need and exciting a desire for speech. Always remember that the White child has four or five years for this inoculation. Most Indian children have but one year.

Too many teachers begin reading and writing lessons before the little Indian knows how or wants to talk the English tongue. How can he read other people's thoughts before he can read or recognize his own?

The ability to express oneself is nurtured by the opportunity of experiencing, the necessity of comparison and the art of interpretation, to give forth again in words.

Speech comes first. The child must have a good working vocabulary which enables him to free his own thoughts, unrestricted and unhampered. He must become used to the strange sounds of English words. He must become familiar with English word meanings. He must become adept at phrases and sentence usage. He must have pleasure and confidence in English speech.

After and not before this is attained comes the readiness to read.

This is a crucial point in the educational life of the Indian and here our teachers often fail. They fail because they rush

the reading-learning without a spoken vocabulary foundation. They fail because the reading matter is foreign to the child's experience. He has not done it. He has no knowledge with which to compare it. It is an unfamiliar thing, therefore, he cannot interpret. There are many excellent pre-primers to use but even the best are often far removed from most life experiences of our Indian children.

Most of our books are written for the White child and not for the Indian child. The books now in use in our schools have been carefully selected as being the best of those at present available for use by Indian children.

It is important that the teacher lays proper stress on experience reading material, first the experience or activity, then the written record, then the reading. Teacher and children work together on this. While the sentence giving should be spontaneous on the part of the children, there must be quiet, careful, expert guidance on the part of the teacher. The teacher must see that the sentence content is within the reading comprehension of the child, that the development is logical, the meaning clear, the phrasing practical. Practical phrasing means using word groups that can be used over and over in new situations.

There is a tendency to have the reading lessons too long, the reading vocabulary too difficult, the reading steps not consecutively spaced and with not enough phrase repetition. There is too much variety in subject matter. For instance, it is an economic loss in vocabulary usage to jump from stories about "Our Post Office" to stories about "The Chicken Coop". This jumping about with unrelated stress, using different vocabularies, shows a lack of careful yearly planning on the part of the teacher. The same words and the same phrases should be used over and over in new situations. To do this it is necessary to have gradual growth in subject matter materials with the known vocabulary determining to a great extent the new activity which will result in the reading lesson. The teacher must prepare the approach carefully with thought of what has preceded. The reading lesson must be worked upon immediately after the daily activity has been completed. Thus the series of reading lessons grow as the project unfolds.

Preparing the reading lesson from the day's activity should take place at the blackboard where needed erasures and changes can be made. After both teacher and the class are satisfied with the lesson it is transferred to a chart. With younger children the teacher does the printing. A committee of children, class chosen, decides upon and draws the illustration.

(The concluding part of this article will give practical illustrations as to how teachers in Indian schools can use "Experience Reading" in the teaching of their children in Grades 1 and 2).

39

#### Canadian Handicrafts Guild Indian Exhibition

The following information has been received from the Canadian Handicrafts Guild concerning the above exhibit:

#### INDIAN EXHIBITION

to be held in the

MONTREAL ART GALLERY



by the

CANADIAN HANDICRAFTS GUILD

2025 Peel Street, Montreal, Quebec

June 6th to 22nd, 1947

\$500.00 Offered in Prizes

The best exhibits will later travel through Canada for the Canadian people to see the Finest Indian work.

All exhibits chosen for this Travelling Exhibition will be bought outright by the Canadian Handicrafts Guild.

We want this Exhibition to represent ALL THE INDIAN TRIBES IN CANADA, each by its own special craftwork.

C O N D I T I O N S

- (1) Entries should be sent prepaid to the CANADIAN HANDICRAFTS GUILD, 2025 PEEL ST., MONTREAL, QUE., by May 4th, 1947, accompanied by a list with the maker's name, home address and Tribe.
- (2) Only 1 article of each kind should be sent by the maker.
- (3) Every article must be made by hand.  
No machine stitching.  
All leather must be home-tanned.  
Use natural dyes & paints - not bought ones.  
No souvenir wording or pictures to be on any article.
- (4) All articles will be regarded as for sale unless marked "Not for Sale" on the list. The worker must mark his own prices on the list sent in.
- (5) The Prizes will be in money; but in case of no entry coming up to the standard required in any class, no prize will be awarded in that class.  
The decisions of the Judges will be final.  
Other articles than those listed will be accepted, and considered for Special Prizes if they show special merit.
- (6) Do not send in bulky articles, such as pack saddles, full size canoes, large storage boxes, or large totem poles.

All Work will be judged in Tribal Groups.

O C C U P A T I O N A L T H E R A P Y W O R K

Occupational Therapy work in Tribal tradition will be considered for Special Prizes. It is hoped by this Exhibition to raise the standard of Indian goods asked for by the public, and so bring better and steadier prices to the workers. It is strongly advised that the workers consider carefully and mark fair and reasonable prices for their exhibits.

G e n e r a l P r i z e s

Finest Basket in Show .....	\$10.00
Finest Carving in Show .....	15.00
Finest Quill-work in Show .....	15.00
Finest Beadwork in Show .....	10.00
Finest Sinew or Thongwork in Show .....	10.00
Finest Embroidery on Skin in Show .....	10.00

## E a s t e r n   W o o d l a n d s

To be judged in four Tribal Groups:

- (a) Micmac and Malacite
- (b) Naskopi, Montagnais, Algonquin
- (c) Iroquois and Hurons
- (d) Ojibway and Cree

	<u>First Prize</u>	<u>Second Prize</u>
Baskets .....	\$3.00	\$2.00
Bark Boxes, Pails or Model Canoes .....	3.00	2.00
Beaded Moccasins, Belts, Collars or Bags .....	3.00	2.00
Carved Bowls, Pipes, Masks, Small Figures, or Animals..	3.00	2.00
Snowshoes, or Thong Knotted Bags, Nets, etc. ....	3.00	2.00
Porcupine Quill Boxes etc. ....	3.00	2.00

## P l a i n s   T r i b e s

To be judged in 2 main Tribal Groups

	<u>First Prize</u>	<u>Second Prize</u>
Beadwork on Skin Costumes .....	\$5.00	\$3.00
Beadwork Bags, Collars, Belts, Gloves & Moccasins ...	3.00	2.00
Horsehair Ornaments, Whips, etc. ....	3.00	2.00
Quillwork on Skin Moccasins, Collars, etc. ....	3.00	2.00
Carved Bowls, Pipes, Small Figures, Animals, etc. in Wood .....	3.00	2.00
Carvings in Bone or Stone .....	4.00	3.00
Horn Spoons, etc. ....	3.00	2.00
Snowshoes, Sinew or Thong Bags, etc. ....	3.00	2.00

## A t h a p a s c a n   &   B. C. I n t e r i o r

To be judged in 2 main groups

	<u>First Prize</u>	<u>Second Prize</u>
Skin Bags, etc. ....	\$3.00	\$2.00
Bark Boxes, Model Canoes, etc. ....	3.00	2.00
Baskets .....	3.00	2.00
Woven Porcupine Quill Belts, etc. ....	5.00	3.00
Beadwork Collars, Belts, Moccasins, Gloves, etc. ...	3.00	2.00
Embroidery on Skin Bags, Moccasins, Gloves, etc. ...	3.00	2.00
Fingerwoven Bags, Belts, etc. ....	3.00	2.00
Snowshoes and Sinew or Thong Bags, etc. ....	3.00	2.00
Carved Bowls, Pipes, Figures, Animals, etc. ....	3.00	2.00

## B. C. C o a s t   T r i b e s

To be judged in 2 main groups

	<u>First Prize</u>	<u>Second Prize</u>
Baskets .....	\$3.00	\$ 2.00
Carving in Wood, Bone, Ivory, Shell - Masks, Ornaments, Small Totem Poles, Food Dishes ...	5.00	3.00
Carving in Stone .....	10.00	8.00
Wooden Storage Boxes (Carved or Painted) .....	3.00	2.00
Silver or Copper Ornaments .....	3.00	2.00
Weaving; Mats, Blankets .....	3.00	2.00
Chilkat Blanket .....	10.00	8.00
Knitted Sweaters or Mitts .....	3.00	2.00

Entry forms can be had from either the Handicrafts Section, Indian Affairs Branch, or the Canadian Handicrafts Guild.



40      Educational Survey Reports

These report forms are now reaching the Department in increasing numbers. We wish to express our appreciation to principals and teachers for the care that they have exercised in completing these and their cooperation in sending them in so promptly.

The next phase of the educational survey will not cover all of our schools but only a selected group. The various school inspectors will be giving the achievement tests which have been selected by the Department during the remainder of this school year and the next school year.

14

Educational Survey Reports

These report forms are now reaching the Department in increasing numbers. We wish to express our appreciation to principals and teachers for the care that they have exercised in completing these and their cooperation in sending them in so promptly.

The next phase of the educational survey will not cover all of our schools but only a selected group. The various school inspectors will be giving the achievement tests which have been selected by the Department during the remainder of this school year and the next school year.